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ABSTRACT

Through involving participants (fifteen elementary teachers) in studying and planning to cope with special instructional problems associated with school integration, the university and the Board of Education developed a project to achieve "quality integrated education" in the two schools over several years. The impetus for this Institute were the instructional problems aggravated by the desegregation of the schools, which resulted when thousands of white families moved into a cooperative housing project located in a previously black neighborhood. The Training phase took place in July, 1965. The follow-up phase was in two parts: from July 27 to August 27, 1965 and a special follow-up from September 13 to October 8, 1965. (Authors/CB)

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REPORT ON THE

TEACHER INSTITUTE ON SPECIAL INSTRUCTIONAL PROBLEMS IN RECENTLY DESEGRATED P.S. 30 AND P.S. 80, QUEENS, NEW YORK CITY

AUTHOR: Rachel T. Weddington

CONTRACT NUMBER: OE-5-37-030
P. L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

PROGRAM DIRECTOR: Rachel T. Weddington

CONTRACTOR: Ferkauf Graduate School of Education, Yeshiva University
New York, N.Y.

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ABSTRACT

Identification of Project:
Title: Teacher Institute on Special Instructional Problems in Recently Desegrated P.S. 30 and P.S. 80, Queens, New York City

Author: Dr. Rachel T. Weddington, Assistant Professor of Education, Queens College, New York City

Contract Number: OE-5-37-030
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Program Director: Dr. Rachel T. Weddington

Contractor: Ferkauf Graduate School of Education, Yeshiva University, New York City (in cooperation with the Board of Education of the City of New York)

The project reported herein was supported by a contract from the U. S. Department of Health, Education and Welfare.

Date Transmitted: August 25, 1965

Dates:
Planning phase -- June 6 to July 5, 1965
Training phase -- July 6 to July 26, 1965
Follow-up phase -- July 27 to August 27; and (for special follow-up in the fall) -- September 13 to October 8, 1965

Participants:
Fifteen elementary-school teachers (4 Negro and 11 white) from P.S. 30 and P.S.80 (Queens), District 50, New York City Public Schools.

Objectives:
The two schools, both new, serve a residential area which was formerly almost entirely Negro, but into which thousands of white families moved recently as occupants of a new cooperative housing project. Yeshiva University and the Board of Education are currently developing a special project to achieve "quality integrated education" in the two schools over a period of several years. The Teacher Institute undertook to further this end through involving participants in studying and planning to cope with special instructional problems associated with school integration.

Objectives included certain specified understandings, appreciations and skills relating to (1) the values of integrated education and related issues; (2) the learning potential and problems of socially disadvantaged children; (3) instructional procedures and materials helpful for integrating diversity in the classroom (i.e., diversity as regards pupils' academic achievement levels, race and social-class backgrounds); (4) teachers' relationships with pupils' homes and the community; and (5) the leadership role of teachers in educational innovations

Procedures:

Procedures included (1) a series of lecture-discussions led by staff and by consultants from local colleges and universities: (2) daily observation and discussion of two heterogeneous demonstration-classes, early-elementary and late-elementary; (3) practice with puppetry and role-playing techniques: (4) reading of professional literature; (5) visits to pupils' homes; (6) daily workshop planning; (7) individual conferences with staff; and (8) participation in day-to-day planning, conducting and evaluating the program, mainly through the work of a Steering Committee of participants.

Results and Conclusions:

Outcomes of the program include:

1. clearer understanding by participants of the special instructional problems associated with school integration, and also of recent theoretical, experimental and programmatic developments relating to such problems;

2. enhanced appreciation by participants of the need for individualizing instruction, and understanding of procedures for doing so in typical classroom situations:

3. understanding by participants of recent developments in the teaching of reading and language arts, both methods and materials;

4. new understanding and skills by participants in the use of puppetry and role-playing techniques;

5. better understanding and more positive attitudes by participants regarding pupils' homes;

6. enhanced confidence of participants in their ability to cope with the special instructional problems associated with school integration;

7. a strong desire by participants to continue organized study during the coming year;

8. enhanced rapport between the faculties of neighboring P.S. 30 and P.S. 80;

9. somewhat improved school-community relations; and

10. initiation of plans -- with involvement of the two primcipals -- for a follow-up workshop throughout 1965-66.

Certain of these outcomes (especially the first four listed) could have been strengthened had the program provided (1) for closer articulation between the demonstration lessons which participants observed and the lecture-discussions led by staff and consultants, and (2) for more <u>systematic</u> study and discussion of professional literature.

Despite limitations, the program substantially achieved the objectives which guided its development.

DESCRIPTION OF PROGRAM

The Teacher Institute on Special Instructional Problems in Recently Desegrated P.S. 30 and P.S. 80, Queens, New York City, was conducted at P.S. 80 during the three-week period: July 6 to July 26, 1965. It was designed to help teachers cope with instructional problems aggravated by the recent desegration of the schools, which resulted when thousands of white families moved into a new cooperative housing project (Rochdale Village) located in a neighborhood (Springfield Gardens) which was previously almost entirely Negro. A related purpose of the Institute was to develop a corps of teachers equipped for leadership in a three-year demonstration program of "Quality Integrated Education", which is now being planned for the two schools involved.

Both the summer Institute and the current Survey-Planning Project for the related demonstration program at P.S. 30 and P.S. 80 were initiated by the Ferkauf Graduate School of Education, Yeshiva University. The Survey-Planning Project is under the direction of the Associate Director of the summer Institute, Dr. Doxey A. Wilkerson.

There follows a description and appraisal of the program of the Institute.

Participants

Fifteen teachers participated in the program, eight from P.S. 30, 126-10 Bedell Street, Jamaica, New York; and seven from P.S. 80, 137th Avenue and 173rd Street, Jamaica, New York. Their names and school affiliations are listed below.

Mrs. Betty Baum, P.S. 30
Mrs. Diane K. Cooperberg, P.S.30
Mrs. Grace Holmes, P.S. 30
Mrs. Minnie C. Jenkins, P.S. 80
Mrs. Corinne Kessler, P.S. 80
Mrs. Joan S. Schwartz, P.S. 80

Mrs. Mildred Katz, P.S. 30
Mrs. Gladys M. Kaufman, P.S.30
Mrs. Lauretta B. Meyers, P.S.30
Mrs. Barbette Pollack, P.S. 30
Mrs. Phyllis Stillman, P.S. 30
Mrs. Barbara Seidenstin, P.S. 80
Mrs. Anita Starr, P.S. 80
Mrs. Susan Tabin, P.S. 80
Mrs. Jetaun D. Watson P.S. 80

Four of the participants are Negroes, and eight of them are white. All are regular elementary-school teachers in District 50, New York City Public Schools.

Permanent Staff and Consultants

In addition to the Director and Associate Director, the professional personnel involved directly in the training program consisted of two demonstration teachers and six consultants.

Permanent staff:

The two demonstration teachers conducted classes for observation by participants in the Institute. This aspect of the program is subsequently described. Attention is here given to an evaluation of the demonstration teachers. Judgments regarding this and other aspects of the program are based upon formal "ratings" by participants at the end of the Institute, together with assessments by the Director and Associate Director.

Mrs. Ruth Norden, teacher of combined 1st-2nd grades (early elementary) in the Institute.

Mrs. Norden, a teacher of 2nd grade in Greenburgh School District #8, Westchester County, New York, was eminently qualified and most effective in making manifest the articulation of objectives and classroom activities, individualization of instruction, responsiveness to children as unique personalities, provision of varied materials and experiences. Her special strength was an explicit, well-articulated commitment to democratic practices, the worth of the individual and active support of integration, which

she effectively translated into her every act. She manifested affection and respect for people and provided opportunities for this generation within the interpersonal encounters within her classroom. In addition, she possessed ready knowledge and ability in directing skill-achievement at the elementary level.

Her planning was thorough and her articulation of varied activities was excellent -- field trip and social activity was preceded and followed by appropriate cognitive and applied activity within the classroom. Despite the brevity of the time involved, her pupils responded with warmth and liking for their school experiences at her hands. Mrs. Norden was a most appropriate choice for manifesting the objectives of the Institute.

Mrs. Mildred Chaplin, teacher of combined 5th-6th grades (late elementary) in the Institute.

Mrs. Chaplin came recommended as a superior 5th grade teacher of the New York Public School system. She has taught classes of "Intellectually Gifted Children" for several years in Elmhurst, Queens. Mrs. Chaplin's approach was subject-matter centered, and her goals were manifest as academic accomplishment, primarily of content. She required quiet in the classroom and utilized question-answer approach to cognitive experiences. Most activities were non-individualized. Though thoroughness and discipline were her articulated goals -- and the activities and experiences provided supported such goals -- there was limited pupil involvement, manifest boredom by some, and limited opportunities for teachers to observe a model of individualization. Mrs.Chaplin, while an able teacher, was not the happiest choice for demonstrating some of the prime objectives of the Institute, namely, hypothesis-testing, emphasis on communication, and individualization of instruction.

A positive outcome of the contrast in teacher styles was that the Institute participants differentiated between them in evaluation and were successful in varying degrees in identifying their manifest differences in orientation. A conclusion is that ability to impart knowledge is a minimal essential in fostering pupil behaviors which are integrative; however, additional attributes are paramount, such as warmth and respect for children, and a raison d'etre for each activity.

Consultants and Guest Lecturers:

In terms of evaluation by our participants, those consultants who provided tangible skills and identifiable modes of evaluating one's own activities proved to be those considered "most helpful". On this basis, the following three consultants, in the order of their evaluated helpfulness, would be recommended for use in other institutes wherein the need to develop teacher skills would be a focus.

1. Mrs. Carol Fijan (Starobin), a puppeteer, who provided an afternoon and a morning session at her studio during which she (a) presented the rationale for the use of puppets in fostering communication skills among elementary school children, being explicit about both the assets and limitations of the medium; (b) engaged each participant in the creation of a puppet -- a real index of individual differences; (c) demonstrated some of the basic tenets of puppetry; (d) engaged each participant in two different spontaneous presentations; (e) criticized each presentation according to criteria enunciated previously in the tenets.

This experience provided not only rudimentary instruction for development on the part of teachers of a skill designed to aid pupils in communication; it also provided an opportunity for creative expression by the teachers and

lowered the level of inhibition and resistance to innovation.

2. Dr. Elizabeth Hunter, Lecturer in Education at Hunter College, discussed relevant research findings concerning communication in the classroom. Her presentation of Flanders'* categories of interaction and suggestion that one could use to classify his own style through taping and analysing class sessions was well-received by the group as an activity to be undertaken in the fall.

3. Mrs. Frances Minor, Assistant Professor of Education at New York University, presented a view of individualized instruction which proved reassuring and motivating to the participants; namely, that such instruction implied providing for learning experiences which each child could explore and execute in his own meaningful way -- thus obviating the necessity of unique assignments for each pupil and/or tutorial as the customary procedure.

The wholehearted reception of the above lectures is attributed to their providing applicable activities rather than invocations for strengthening individual teaching. It should be emphasized that such activities were perceived not as gimmicks to induce variation but as techniques to enhance the skills of well-intentioned but stymied teachers.

These lectures were also perceived as relevant to overcoming some of the obstacles to integration -- namely, the racial differences in pupils' communication skills and academic achievement, and the unrecognized manifestation of hostility on the part of teachers. However, they did not take the form of direct address to intergroup problems per se, but were consonant with procedures to improve the educative process generally. This is not to deny that there are problems of integration which demand focus upon intergroup activity, but rather to emphasize that much of what is essential to the mutual respect and esteem of

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*Ned A. Flanders, University of Minnesota

children is effective learning and socialization.

The other three guest lecturers were also evaluated positively by participants in the Institute, but with "ratings" not so high as those for the lecturers noted above.

4. Mr. John Lidstone, Queens College, provided demonstrations of an art lesson with each of the pupil groups, using the same format; namely, construction of individual collages using a variety of materials provided by the instructor. This necessitated self-direction on the part of the pupils; and their involvement, discovery and execution were testimony to the fact that something meaningful was happening. For teachers who perceive discipline as meted out rather than internalized, it was a significant opportunity to observe the buzz of activity and the self-discipline of industry. Dr. Lidstone's remarks were partially a rationale for his procedures. His demonstrations merit wide usage.

5. Dr. Alan Cohen, Yeshiva University Graduate School of Education, presented a discussion and exhibit of reading materials. The exhibit provided the teachers with knowledge of the variety of new materials available for attack upon and diagnosis of reading difficulties. They provided impetus for teachers to concern themselves with materials and to attempt to become cognizant with criteria of evaluation. Such an exhibit has merit.

6. Mr. Lawrence Brody, Curriculum Coordinator for Mobilization for Youth (MFY), discussed curriculum materials. However, he provided neither demonstration or exhibit; his material had been somewhat exhausted by previous speakers - Cohen, Hunter, Minor. Consequently, his presentation was evaluated as least helpful. Available through him is the Curriculum Center of MFY, which the teachers have not encountered but which is a "gold-mine" of materials in a broad range of media and disciplines.

Methods

There follows a description and appraisal of the several methods used to convey content in the Institute.

Lecture-discussions:

Lecture-discussions led by invited guests have been discussed. Those led by the Director and Associate Director proved effective in focusing upon the emphases of the Institute; namely:

1. that early cognitive deprivation can largely be remedied, if not fully overcome;

2. that solutions to problems should be considered as tentative until results are obtained and heeded as supportive or refutive thereof, indicating their being maintained or discarded;

3. that every child is different from every other, and merits individual consideration;

4. that disciplinary problems are generated by classroom atmosphere; and

5. that what the teacher does reflects what the teacher believes -- implicitly as well as explicitly.

The effectiveness of this method lay in the opportunity it provided for the participants to explore and make explicit their own feelings about orientations to interracial encounters -- especially between colleagues, between teachers and parents, and between teachers and pupils. The outcome of such discussions was that individuals derived new insights into how they and their associates were being affected by commonplace encounters and customary acts. Heightened sensitivity and empathy were results of this procedure.

During such discussions, several open clashes occurred between participants. Each was an interracial conflict with racial origins; however, the fact that in each instance the Negro involved was the same person lends support to the hypothesis that her idiosyncratic perception and interpretation were manifested in

hostile approaches to whites. The inability of several white members of the encounters to differentiate between the personal vs. the group attack, indicated by their acceptance of unfounded accusations, suggested ambivalence and irresolution of racial attitudes on their part. Exploration of these implications was done with the group as a whole and in private conferences with the participants. It would have been desirable to provide for extensive and intensive attack on such feelings and their implications for action. However, limited time and a conscious limitation of Institute experiences as non-therapeutic precluded this.

The value of the lecture-discussions would have been enhanced by the incorporation of more specific material from assigned readings, such as available research findings on problems which the participating teachers had encountered in their classrooms. Our observation was that teachers, unless engaged in graduate study or research, are unknowing of current practices and investigations -- even within their own system.

It is apparent that the lecture-discussions -- by guests and staff -- covered a wide range of topics. This approach was probably valid for an introductory institute. It became evident, however, that there was need to probe more deeply into each of the areas of discussion. This would seem to call for institutes which either cover a longer period of time or are restricted to one or two problem areas -- and, of course, for continuing in-service education.

Observation of demonstration teaching:

Attention has been called to the two demonstration classes conducted as a part of the Institute: early elementary, including pupils about to enter grade 1 or 2; and later-elementary, including pupils about to enter grade 5 or 6. Twenty-five pupils from P.S. 30 and P.S. 80 were enrolled in each class. They were

selected systematically from nearly 200 applicants in order to assure class groups which were heterogeneous as regards academic achievement, race and sex. Participants observed the classes in the mornings, and took part in discussions with the demonstration teachers in the afternoons.

In their evaluations of this experience, the participants differentiated between the effectiveness of the two demonstration teachers. The evaluations of the early-elementary teacher ranged from "very helpful" through "helpful" to "not helpful", with the majority choice being "helpful"; whereas evaluations of the late-elementary teacher ranged from"helpful" through "not helpful", with the latter being the majority choice.

In general, participants assessed these classroom observations as the least effective of the methods used in the Institute. The Directors tend to agree with this comparative evaluation, but they believe nevertheless that the experience was a positive one. At least participants had the opportunity to compare and contrast a truly creative teaching situation with a more conventional one. It should be noted, however, that Mrs. Norden's extraordinary skill in implementing her objectives was either "lost" on some participants or perceived by them as "personality".

Despite its apparent ineffectiveness in the summer Institute, we consider this observation-of-teaching method as one which should be improved,rather than discarded. Possibilities for improving the method lie (a) in the selection of "master teachers" after observation of them in their own classrooms, rather than by recommendation; and (b) especially in better and more explicit articulation between the content of lectures and that of the demonstration lessons observed, with the latter explicity and/or implicitly mediating the objectives of the Institute.

Also some consideration should be given to whether a "model classroom" should project an ideal situation -- such as small enrollment and time-allotment for planning -- or should reflect the reality with which the teachers customarily deal. Perceptions and appreciation are affected by the degree to which the individual can identify with the projected situation. By and large, the participants saw classes as more ideal than theirs in size and duration, both daily and totally, despite a wide range of ability. Also, they perceived methodology as being traditional rather than creative and evocative.

Home visits:

Each participant visited and reported on the home of two pupils attending the demonstration classes. In each case, the visit was made to the home of a child whose classroom behavior the participant had been studying for about two weeks.

These visits to the homes of children being observed in the classroom proved effective in helping teachers to (a) develop a more positive orientation toward parents; (b) allay fears of and resistance to the parental encounter outside of school; (c) derive a more realistic view of the Negro home;and (d) establish a bridgehead between community and school personnel. Having each participant observe and study a particular child was only partially effective; but it could be improved through more explicit guidelines, and the exploration and use of derived data.

Involvement in projective techniques:

The active involvement of participants in exploring unfamiliar projective techniques -- e.g., puppetry and role-playing -- proved effective in improving interpersonal communication, conception of one's own projective abilities, appreciation of the potential of varied media, and feelings of one's own potential. We recommend more intensive involvement of participants in self-developing

activities. Rather than lectures and readings being the prime activities, they should be conducive to implementation through involvement of participants in planning for specific changes in their own classrooms.

Involvement in planning:

The involvement of participants in planning and arranging activities of the Institute -- e.g., through a Steering Committee the members of which changed each week -- was partially successful, and is believed to be a desirable procedure. Some measure of the extent and effectiveness of such involvement is seen in the differences between the program originally projected and that which actually emerged.

Classroom teachers reveal a tendency to avoid leadership roles; their prevailing orientation is to turn toward administration for the solution of all problems. During the three weeks of the Institute -- as a result of conscious effort by the Director -- the participants became increasingly aware of their own strengths and limitations in leadership skills. They also came to appreciate leadership as the effect of practice rather than as an endowment.

It is our opinion that the leadership role of participants in the Institute could have been strengthened (a) by having a continuing Steering Committee, rather than a different one each week; and (b) by providing more guidance on how such a committee should function.

Facilities

Most Institute sessions were held in the library of P.S.80, and an adjoining room was used for over-lunch discussions. Also used were two classrooms for the demonstration classes, the playground, the Principal's office, and the lavatories. The building is new, and the available facilities superior.

Conducting the Institute in the "natural habitat" of the participants probably contributed to the relaxed, informal relationships that prevailed among them and

between them and staff. Moreover, it made possible the involvement of elementary pupils from their schools in the demonstration classes, thus avoiding a crucial variable.

The setting of the Institute also promoted better school-community relations, which came to be one of the explicit objectives of the program. Many residents of the community inquired of participants why they were coming to school during summer, and reputedly they derived satisfaction from observing that the teachers were studying to improve their professional competence. The participants considered such encounters as positive.

Access to a greater portion of the plant -- e.g., gymnasia and assembly rooms for pupils -- would have been advantageous. Also, the school library,which was used for the Institute meetings, but might have been more fully utilized for pupils during the morning.

The fact that a Vacation Day Camp occupied the facilities concurrently created limitations, primarily through noise on the playgrounds.

The fact that the Institute was located on premises away from Yeshiva University contributed to its being ineligible for University credit, and this posed a problem.

We would have been obliged by greater cooperation of the custodial staff, whose ministrations seemed grudging. However, the situation provided opportunity for exploration of intra-staff relationships to some advantage.

Teaching Aids

Instructional materials available for the Institute included: (a) several sets of booklets dealing with problems of and approaches to school integration -- purchased by the Institute and contributed at the end to the libraries of P.S. 30 and P.S. 80; (b) a wide range of books, pamphlets, journals, bulletins, reprints

of articles, bibliographies, and reports -- lent by Yeshiva University's Graduate Center Library and the University's Information Retrieval Center on the Disadvantaged; (c) films; and (d) tape-recordings.

Especially useful and effective were the following:

1. The film, "Children Without" - produced by the National Education Association. It aroused empathy with the children, recognition of teacher accord in helping children overcome handicaps, strengthened belief in teachers' own abilities to handle situations.

2. The tape-recorder. It was used primarily to make a record of lectures presented at the Institute, for which it was most effective. Some recordings were made of discussion-sessions, and though an unlikely source for maintaining a record of proceedings because the vocal interchanges render transcription most difficult, a projected use of such recordings is that of play-back to juxtapose earlier and later interactions to delineate change. Greater use of the tape-recorder as a teaching aid would have been desirable. Several of the teachers in our group were unaware of its mode of operation, and thus reluctant to consider it as an aid. The recorder was used as an aid in the early-elementary classroom on occasion. More extensive use of it in the demonstration classes would have been helpful in showing its effectiveness.

3. The opaque projector: This proved effective in the elementary classrooms. Again, provision for increased teacher familiarity with such equipment should be built into the Institute program.

The professional literature provided by Yeshiva University was made available on an open shelf and referred to frequently by the Director and Associate Director, but it was not used extensively by participants. A more effective approach would be to assign specific readings for reports and discussions in relation to the

several content areas of the program.

Informal Program

The informal aspects of the Institute program were sporadic and few, due to the fact that participants were a non-resident group.

During the mornings, which were given over primarily to observation, those persons who were not scheduled to observe classes were free to carry on whatever activities they chose. The Director's observation was that while some reading was done, a large portion of such time was spent in discussions sparked by the lectures.

By request of the group, instead of an hour being allotted for lunch, 20 to 35 minutes were given to eating lunch brought from home and the balance of the time was devoted to discussing with the demonstration teachers any concerns or inquiries growing out of morning observations. The basis for the request was to shorten the day by utilizing the lunch hour for Institute business. While this was accomplished, it was evident that the interchange which occurred during eating time was lively and not easily quelled when time for business arrived.

After a field trip -- with pupils to the airport -- the group as a whole agreed upon lunch at the same diner, which provided for informal interchange as we sat around one large table. This also happened after the trip to the puppeteer's studio. According to individual comments, such occasions provided opportunities for better personal acquaintance and resolution of tensions and misunderstandings sometimes generated in the more formal discussions.

Opportunity for informal interaction was provided through travel arrangements on field trips, that is, through "auto pools".

As the Institute was terminating, it was the desire of the teachers to share the final session with their administrators. A weekend meeting at the home of a participant was held to plan for the mode of presentation. On the final day, the

two principals joined participants and staff for lunch, and then participated in an afternoon session at which participants interpreted their Institute experience and outlined plans for the coming year.

In the morning of that final day, the parents of pupils in the demonstration classes were entertained at an informal reception by staff and participants -- and also by their children, who prepared and served refreshments.

Toward the end of the Institute, a participant from P.S. 80 planned an evening meeting to be held in her home immediately following the Institute to share with non-participant colleagues the experiences of P.S. 80 participants. Such undertakings helped mediate the stated objective of providing for leadership among teachers in planning for integration.

Participation of the Local School System

The Institute was limited to two schools -- P.S. 30 and P.S. 80 -- of one local district (District 50) of the New York City Public Schools.

Cooperation came from all levels of the system. Original planning for the project was done in consultation with the Assistant Superintendent of Schools in Charge of Integration. After the grant was received, the facilities and custodial care were mediated through the Office of the District Superintendent. Both principals facilitated the recruitment of participants and of volunteer pupils for the demonstration classes. The Principal of P.S. 80 provided full access to his stock of readers, textbooks and other materials for use with the demonstration classes.

It is anticipated that continuing support and cooperation from public school officials in planning for greater involvement of the staffs of the two schools will be forthcoming.

Consultation and Guidance

Formal provision for an evaluative conference between the Director or Associate Director and each participant was provided during the last week of the Institute. By that time -- as the result of frequent interaction at discussion sessions, lunchtime and casual encounters -- rapport had been established to the extent that the conferences were most profitable in revealing both the assets and limitations of the endeavor as experienced by the participants.

The conference provided as well for a mutual assessment of each participant's characteristic mode(s) of group interaction and the effect thereof upon group endeavors. The projected outcomes are favorable in that some new insights into personal dynamics were elicited.

Content

The content of the program consisted mainly of emphasis upon the following:

1. theoretical and practical questions relevant to school integration;
2. theoretical and practical questions concerning the education of socially disadvantaged children, including selected research findings and demonstration programs;
3. the use of hypothesis-testing in planning and conducting classroom activities;
4. the influence of self-concept upon manifest behavior (i.e.,of teachers and pupils);
5. approaches to individualizing classroom instruction;
6. some techniques helpful in effecting better communication (i.e.,puppetry, role-playing, artistic expression);
7. new instructional techniques and materials in reading and language arts;
8. the role of the home and community relationships in the program of the school; and
9. the leadership role of teachers in planning and initiating intra-school and school-community innovations.

The content was suited to realization of the objectives of the Institute. However, inasmuch as the Institute was conceived as the introduction to a long-term endeavor, both the content and objectives are perceived as being implementary rather than conclusive. Thus, the time allotted provided for no more than an introduction to the overall presentation of various content aspects of the several objectives. For the purposes of introduction, the time allotment seems adequate. Whether indigenous leaders emerge as a result will be one of the tests of the validity of the program.

In terms of the adequacy of provision for change, there is need to provide for greater variety of content as well as more depth in each area. There is great need for teachers to master skills and techniques to the degree of feeling "at home" with them and thus predisposed to utilize them. Also, teachers need to develop bases for evaluating the effectiveness of new materials and techniques for achieving identifiable behavioral changes.

A content area needing greater attention than the Institute provided is the nature of intercultural relationships in one's own community. The assumption that New York City teachers are familiar with the human relations limitations and/or assets of their own school system -- and with helpful resources available -- proved unfounded.

In addition to home visitations, field trips to the broader environs of New York City are suggested.

With emphasis upon quality education as one of the prime requirements of integration, provision for familiarity with and assessment of the following seems desirable: programmed instruction and teaching machines; extensive curricular resources (especially in social science and the new mathematics); group process theory and techniques; social-class and status variables; and formulations of child development principles (e.g.,Piaget, Erikson, Havighurst, et al).

Evaluation

From the beginning of the Institute, participants wer encouraged to observe which of their generalizations were assumptions, and then to discover whether they seemed sound in the face of available data. Also, they were encouraged to view their teaching activities as hypothetical solutions to perceived problems, and then to test whether they were adequate to solving the problems, accepting the outcomes as indices for either maintenance or change.

Evaluation also was fostered by continual searching for the "why" of statements and acts.

At the second meeting each participant answered a Social Values Inventory being developed at the University of Michigan. It is planned to re-administer this questionnaire during the follow-up period after a reasonable time has elapsed to measure for change.

During the spring semester, each teacher of the two schools filled out a questionnaire as part of the Survey-Planning Project of Yeshiva University. It involved, among other things, judgments and recommendations concerning school problems and practices. At the end of the Institute, participants filled ou the same questionnaire again. The two sets of results will be analyzed to discover whether any significant changes occurred.

At the end of the first week, each participant submitted in writing an evaluation of the week's activities, indicating the high-point and low-point of the program.

During the third week, as previously noted, evaluative conferences were held with each participant, emphasizing self-assessment.

At the end of the Institute, an evaluative questionnaire was filled out by each participant, assessing every aspect of the program. Results from this evaluation were used in sections of this report.

Plans for Follow-Up

Several follow-up steps are planned.

First, the Director and Associate Director will observe each participant in her classroom early in the fall semester, and will confer with her concerning (a) the lesson observed, (b) innovations in her instructional program resulting from the Institute, and (c) plans for further innovations during the year.

Second, the Director and Associate Director will hold several conferences with the Principals of P.S. 30 and P.S. 80, to the end of involving them in innovations to promote the development of quality integrated education in their schools, including continuous in-service education of their professional staffs.

Third, in cooperation with former Institute participants and the Principals of P.S. 30 and P.S. 80, a year-long workshop will be planned and conducted for teachers of the two schools. (Indeed, plans for the workshop are now being formulated, and will be submitted soon to the U.S. Equal Educational Opportunities Program in the form of a proposal for support.) As tentatively conceived, this workshop will involve in-depth exploration of two themes -- individualizing instruction and improving intergroup and school-community relations. Sessions will be held weekly or bi-weekly; on-going classroom programs will be used as laboratories; consultants from local colleges and universities will be involved; and (if possible) arrangements will be made for participants to receive academic credit for their work. Emphasis throughout will be on planning by participants for their own professional activities and the implementation of such plans.

Overall Evaluation

Perhaps the most apt general evaluation of the Institute is that it was a highly profitable experience for participants, but could have been better.

As regards the professional growth of participants, all elementary-school

teachers, the main accomplishments of the program include:

1. reinforced appreciation of the educational values of school integration, and understanding of some of the issues involved in the process of integration;

2. awareness and introductory understanding of the growing body of theory and knowledge concerning the education of socially disadvantaged children;

3. more explicit identification of the special instructional problems associated with school integration;

4. enhanced confidence and understanding in confronting and solving problems of intergroup relations;

5. a new confidence that if disadvantaged children are guided in appropriate learning experiences in school, they can overcome most -- if not all -- of their academic handicaps;

6. acceptance of the principle of individualized instruction as applicable to typical classroom situations, and understanding of procedures by which that principle can be implemented;

7. understanding of recent trends in the organization of instruction and with some of the newer instructional materials and resources available, especially in the field of reading and language arts;

8. understanding of criteria and techniques by which teachers can evaluate their own effectiveness;

9. deeper insight into how one's personal characteristics may affect his relations with others;

10. more positive orientation toward parents of the community and appreciation of the importance of enlisting their support of the school's program;

11. enhanced confidence in the ability of teachers to initiate important innovations in the program of the school; and

12. the strong desire for continued study and cooperative planning to further professional growth.

Other positive outcomes of the program include:

13. enhanced rapport between the faculties of the two neighboring schools serving the same general community;

14. somewhat improved school-community relationships;

15. involvement of principals in preliminary discussion of plans for continued in-service education of their faculties; and

16. the actual initiation of cooperative planning for a 1965-66 workshop for teachers in the two schools.

At least two major weaknesses characterized the Institute program:

1. inadequate articulation between demonstration lessons with pupils and the content of lecture-discussions with participants; and

2. insufficient systematic study and discussion of professional literature relevant to the problems and issues involved.

In general, it is fair to say that most of the objectives originally defined for the Institute -- along with some others -- were substantially achieved.